

From: Onkar Bindra [<mailto:osbindra35@gmail.com>]
Sent: Wednesday, May 20, 2015 2:39 PM
To: Kenneth McDonald
Subject: Comments on 2014-15 Draft

Hi Ken,

Greetings! Here are my updated comments for consideration.

Onkar

2014-15 CF osb -(Comments by Prof. Onkar S. Bindra dated Nov. 10, 2014, 11:01 P.M. revised Dec. 4, 2014) **Modified on May 20, 2015**

1). Chapter 3, Grade-2; Page 69, lines 567-569.

“To deepen student understanding and engagement, students ~~can~~ will read *Dear Juno* by Soyung Pak and *The Boy with Long Hair* by Pushpinder (Kaur) Singh.” **No change suggested.**

2). Chapter 3, Grade-4, Page 97, Lines 1195-1197):

"They learn about the contributions of immigrants to California and United States history, such as Dalip Singh Saund, a Sikh immigrant {**Here add the words from Punjab** } who ~~was~~ became the first Asian American to serve in the United States Congress

“ **Please add the words** *from Punjab*

3) Chapter 4: Grade-6; Page 178, lines 972-975.

" 6.5: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India. Locate and describe the major river system

and discuss the physical setting that supported the rise of this civilization". **Mention**

"Indus Valley Civilization or Harappan Civilization"

4) Grade-7; Page 137, lines 58-65. It includes "1450-1750 C.E. "The Great Global Convergence, The Expansion and Disintegration of the Roman Empire, The Civilizations of Islam, China in the Middle Ages, The Sub-Saharan Civilizations of Medieval Africa, Medieval Japan, Medieval Europe, Meso-American and Andean Civilizations."

India. Please include it?

5) Page 190, lines 1238-39. According to Islam, all must treat one another with equality and justice. "But many Muslim kings in India did not do so and required their non-Muslim subjects to pay a pilgrimage tax called *Jazia*," Please consider adding this sentence.

6) Page 210-211, Lines 1690-1696: "Religious enthusiasm and challenge to orthodoxy in the early modern period was not unique to Europe. In South Asia, Sikhism arose as a new religion founded by Guru Nanak, a social reformer {delete the following words : a social reformer} who challenged the authority of the Brahmin and the power of the Mughal empire. Students may will learn about the Sikh Scripture (*Sri Guru Granth Sahib*), articles of faith, turban, and Sikh history. The three basic principles *pillars* of Sikhism are ~~honest living~~ *honest work to earn livelihood*, sharing with the needy, and praying to the same ~~and one~~ *universal God*. Please make suggested change.

7) Grade-8, Page 241, lines 2375-77:

"The Gold Rush in California and agricultural labor in Hawaii spurred Chinese, Korean, Japanese, Filipino, Hindu, and Sikh South Asian (Hindu and Sikh) immigration to the United States. Eventually the Chinese Exclusion Act (1882) and the Immigration Act of

1917 greatly limited Asian entry to the United States. California built the immigration station at Angel Island to facilitate the process of Asian admissions." Need discussion.

What is the evidence for original inclusion of Hindu and Sikh or for change to South Asian (Hindu and Sikh), and how about Muslims from South Asia?

8) Chapter 5; Grade-9; Page 276, Survey of World Religions; Lines 324-326:

"**Sikhism** – Articles of faith, wearing of the turban, Guru Nanak Dev, strict monotheism, brotherhood and equality of humanity, rejection of idol worship and the caste system, the *Sri Guru Granth Sahib*, and the ~~Dasam Granth~~."

9) Chapter 5; Grade-9; Page 341; The Humanities; Lines 361-364: "Classical Western and non-Western texts (such as *The Odyssey*, the Bhagavad Gita, **Sri Guru Granth Sahib**, and the Analects by Confucius), visual images of key architectural and artistic works, and artifacts that shed light on other aspects of the human experience can be of great use in the classroom".

10) Page 298, lines 815-817. " Print technology and more rapid transportation aided the growth of Protestantism, Catholicism, Islam, **Sikhism**, and Buddhism."

11) Grade-11, Page 333, lines 1604-1605;

"The United States Supreme Court ruling in *United States v. Bhagat Singh Thind* restricted the right to naturalization based on race." No comments.

12) Grade-12; Page 361, Lines 2439-2454) "Supreme Court and other federal court decisions may be debated or simulated in the classroom, following readings of original source materials, including significant excerpts from the specific cases such as *Texas v.*

Johnson (flag burning), *Tinker v. Des Moines* (symbolic speech in schools), *New York Times Co. v. United States* (press prior restraint), *Engel v. Vitale* (school prayer), ***Cheema v. Thompson* (freedom of religion in schools).** No comments.

13. ACR 154 (Gray, Filed August 21, 2014) - Relative to pupil instruction. I request that the IQC considers adoption of the World Geography and World Religions required course of the Modesto City Schools District or at least inclusion of its civic components in the 6th or 7th grade curriculum .

14. Grade 7 includes sections on all major regions of the world, but lacks one on the Indian subcontinent. An omission ! Please include it.

15. FOUNDED IN 1469, SIKHISM BELONGS TO GRADE-7, AND ITS INCLUSION IN GRADE-7 WILL BE IN ACCORD WITH GUIDELINES IN THE PARAGRAPHS 8, 9 & 14 OF THE "INTRODUCTION TO FRAMEWORK:

Par. 8. "INCORPORATE A MULTICULTURAL PERSPECTIVE",

Par. 9. "PAY SPECIAL ATTENTION TO STUDY OF NON-WESTERN CULTURES", AND

Par.14. "STUDENTS BE MADE FAMILIAR WITH BASIC IDEAS OF THE MAJOR RELIGIONS AND THE ETHICAL TRADITIONS OF EACH TIME AND PLACE, SO DIFFERENT RELIGIONS CAN LIVE AMICABLY IN A PLURALISTIC SOCIETY".

Onkar S. Bindra, A Community Member